

**Texas Education Agency
Standard Application System (SAS)**

2018–2019 Texas Education for Homeless Children and Youth				
Program authority:	McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	September 1, 2018, to August 31, 2019			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR -2 PM 12:33 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Application deadline:	5:00 p.m. Central Time, April 3, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Cal Lopez; HomelessEducation@tea.texas.gov , (512) 463-9414			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #		Amendment #	
Vidor ISD	181907			
Vendor ID #	ESC Region #	DUNS #		
746002456	5	020811899		
Mailing address		City	State	ZIP Code
120 E. Bolivar		Vidor	TX	77662-
Primary Contact				
First name	M.I.	Last name	Title	
Sally		Andrews	Dir. of Community Relations	
Telephone #	Email address		FAX #	
409.951.8713	sandrews@vidorisd.org		409.769.0093	
Secondary Contact				
First name	M.I.	Last name	Title	
Laniece		Sollock	Director of Curriculum	
Telephone #	Email address		FAX #	
409.951.8737	lsollock@vidorisd.org		409.769.9560	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Linda		Adams	Assistant Superintendent
Telephone #	Email address		FAX #
409.951.8706	ladams@vidorisd.org		409.769.0093
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

701-18-109-018

Schedule #1—General Information

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that all homeless children and unaccompanied youth have equal access to the same free, appropriate public education, including a public prekindergarten programs in accordance with TEC 29.153, as provided to other children and youth.
4.	The applicant provides assurance that it will review and revise any policies that may act as barriers to the identification, enrollment and retention of homeless children and unaccompanied youth; including policies related to outstanding fees, fines, absences, proof of residency, immunizations, birth certificates, guardianships, school records, transportation and other documentation.
5.	The applicant provides assurance that it will provide access to educational and other services needed for homeless children and unaccompanied youth, to ensure that such children and youth have an opportunity to meet the same challenging state academic standards to which all students are held.
6.	The applicant provides assurance that the use of subgrant funds will comply with section 722(g)(3) through (7) of the McKinney-Vento Homeless Assistance Act.
7.	The applicant provides assurance that all homeless children and unaccompanied youth receive prompt and appropriate placement in programs such as: Special Education, Career and Technical, Gifted and Talented, and Bilingual/ESL Education.
8.	The applicant provides assurance that all data requests from TEA and any entity acting on the behalf of TEA are accurately and promptly reported.
9.	The applicant provides assurance that midyear and end of year performance evaluation reports are submitted for each year grant funds are received.
10.	The applicant provides assurance that it will collaborate with district stakeholders to implement and monitor early warning academic interventions, to ensure on time promotion and graduation for homeless children and unaccompanied youth.
11.	The applicant provides assurance that collaboration will occur with the homeless liaison and district stakeholders for proper identification and coding of homeless children and unaccompanied youth.
12.	The applicant provides assurance that services provided by grant funds will not replace regular academic programs.
13.	The applicant provides assurance that all identified and enrolled homeless children and unaccompanied youth are accurately reported in TSDS PEIMS in a timely manner.
14.	The applicant provides assurance of collaboration with local social service agencies to provide support services and community resources for homeless children, unaccompanied youth and their families.
15.	The applicant provides assurance that all homeless children and unaccompanied youth receive free meals and transportation to the school of origin, when requested by the parent, guardian, or unaccompanied youth, if it is deemed in the best interest of the student.
16.	The applicant provides assurance that performance and fiscal monitoring reports are submitted for each year grant funds are received.
17.	The applicant provides assurance that it will remove barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs.

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- | | |
|-----|--|
| 18. | The applicant provides assurance that at least one person affiliated with the management of this grant will attend required trainings. |
|-----|--|

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 181907

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Vidor Independent School District (Vidor ISD) seeks to increase our capacity to remove barriers and promote school stability for students experiencing homelessness. Due to the devastation caused by Hurricane Harvey in August of 2017, there has been an alarming increase in the number of homeless students in Vidor ISD to more than 15 times the number of the previous school year. In addition, the needs of homeless students have increased in both scope and urgency. Vidor ISD proposes to meet these needs through additional tutoring; homework assistance; referrals for counseling, medical, dental, and other health services; school supplies; and parent education and training.

Needs – The number of homeless students in Vidor ISD increased from 95 in the 2016-2017 school year to 1,556 as of February 28, 2017. This is over 36% of the total Vidor ISD student population, and schools continue to identify students as the effects of the storm continue to impact housing and economic stability. In many cases, two or more families are living together in single-family homes - creating escalating financial, emotional, and social stress for families. Currently, the greatest needs for homeless students are academic intervention/support, health services, supplies, clothing, and assistance/education for parents.

Budget and Sustainability - Grant funds will be spent to provide supplemental tutoring and homework assistance to Vidor ISD homeless students, referrals for needed health services, clothing and hygiene items, and student supplies. In addition, education and training support will be provided to parents of homeless students. All expenses in the budget are assigned in order to adequately support grant requirements and expected results, and all expenses are supplemental and do not supplant or duplicate services currently provided. Services will be coordinated with existing community resources and other sources of federal funding, state, and local funding and sustained through continued collaboration with community partners and coordinated funding with other resources such as Title 1, Part A funds.

Management Plan - The Vidor ISD Director of Community Relations will serve as the Project Director and will collaborate with the Homeless Liaison and school counselors to ensure the program is delivered as designed based on established milestones and timelines. The Director of Community Relations will also serve as the point of contact for community partners and will ensure that all requirements for success of the program are in place through monitoring and as-warranted adjustments. Both the Director of Community Relations and the Homeless Liaison have direct access to the Assistant Superintendent who has decision-making authority for the district and will act so that all needed components of district support are in place.

Evaluation Plan - A logic model will be established to guide the evaluation process to include methods of evaluation, processes for collecting data, and person(s) responsible. Data will be collected, analyzed, and reported to the Vidor ISD Coordinated Services Team each quarter to provide for the identification and correction of any problems that might arise. Quantitative and qualitative data will be examined in relation to intended results.

Statutory and Program Requirements – In coordination with the other local and state agencies that serve homeless and unaccompanied youth, Vidor ISD will implement services and programs to provide homeless students with the tools and interventions necessary for academic success including tutoring, homework assistance, and supplies. Through our Response to Intervention (RTI) process, we review student progress/evaluate the results of interventions each nine weeks and adjust services as the data and student needs dictate. As early intervention is key to success, progress reports are generated at three-week intervals so that adjustments can be made sooner if needed.

In addition, Vidor ISD will work with partners to ensure basic needs are met and social/emotional stability supported through referrals for needed dental, vision, medical, and mental health services. All services will be designed so that the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

times and locations support, rather than interfere, with the regular educational program to include wraparound services beyond the school day and beyond the brick and mortar of our school buildings. Transportation will be provided to ensure easy access to all services provided at school, and Vidor ISD staff and community partners will connect with parents and students in the community at their temporary residences as well as in school. This will assist with engaging parents in meaningful ways in their children's' education when child care, transportation, or work schedules present roadblocks to participating in activities or conferences held at our schools.

Although Hurricane Harvey hit seven months ago, the effects of the devastation caused by the storm continues, so we continue increased and targeted efforts to identify and enroll homeless students in addition to monitoring needs of those already identified as living in temporary housing situations. Factors such as unemployment from impacted businesses and changes in temporary housing circumstances result in changing stability and needs. Particular emphasis is placed on community outreach and teacher/counselor referrals to identify students returning to school after breaks whose status may have changed and those not enrolled such as students of Pre-kindergarten age. In collaboration with Education Service Center, Region 5; ongoing training is provided for administrators, registrars, attendance officers, enrollment clerks, teachers, and counselors regarding identifying and serving homeless students. Resources from Education Service Center, Region 10, and the Charles A. Dana Center also support these efforts.

Through the Title 1, Part A set-aside for homeless students, Vidor provides services for students at our Title I and non-Title 1 schools to address needs identified in our comprehensive needs assessment with appropriate initiatives described in our campus improvement plan. The demand for services and scope/depth of services needed has increased due to Hurricane Harvey, so our collaboration with partners and coordinated funding has become particularly important. The addition of McKinney-Vento funds will further enable us to maximize services by leveraging all available resources.

In all services that Vidor ISD provides to homeless students and unaccompanied youth, we are sensitive to ensure students are not isolated or stigmatized. This is an area of emphasis for us in training, planning, and implementing services.

Priorities for Funding – Vidor ISD is located in Orange County, Texas – one of the hardest hit counties identified in the Governor Abbot's Hurricane Harvey Disaster Proclamation on January 17, 2018.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 181907			Amendment # (for amendments only):		
Program authority: McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX, Part A, of the Every Student Succeeds Act (42 U.S.C. 11431 et seq.)					
Grant period: September 1, 2018, to August 31, 2019			Fund code/shared services arrangement code: 206/295		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$8,000	\$	\$8,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,000	\$	\$1,000
Schedule #9	Supplies and Materials (6300)	6300	\$1,763	\$	\$1,763
Schedule #10	Other Operating Costs (6400)	6400	\$1,700	\$	\$1,700
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
Total direct costs:			\$12,463	\$	\$12,463
2.524% indirect costs (see note):			N/A	\$362	\$362
Grand total of budgeted costs (add all entries in each column):			\$12,463	\$362	\$12,825
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$12,825
Percentage limit on administrative costs established for the program (8%):					× .08
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$1,026

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director			\$
5	Project coordinator			\$
6	Teacher facilitator			\$
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper			\$
11	Evaluator/evaluation specialist			\$
Auxiliary				
12	Counselor			\$
13	Social worker			\$
14	Community liaison/parent coordinator			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15	ESC specialist/consultant			\$
16	ESC coordinator/manager/supervisor			\$
17	ESC support staff			\$
18	ESC other			\$
19	ESC other			\$
20	ESC other			\$
Other Employee Positions				
21	Title			\$
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$0
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			\$
26	6119 Professional staff extra-duty pay			\$7,200
27	6121 Support staff extra-duty pay			\$
28	6140 Employee benefits			\$800
29	61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs			\$8,000
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$8,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 181907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Referrals to Health Services for Homeless Students (medical, dental, and mental)	\$1,000
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$1,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$1,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 181907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$1,763
Grand total:		\$1,763

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 181907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$1,700
Grand total:		\$1,700

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 181907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX—Computing Devices, capitalized				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX—Software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	2869	59.1%	
Identified homeless students	1,556	36%	As of February 28, 2017
Students identified homeless with a 5A Crisis Code	76	.017%	As of February 28, 2017
Students identified homeless with a 5B Crisis Code	51	.012%	As of February 28, 2017
Students identified homeless with a 5C Crisis Code	1429	1%	As of February 28, 2017
Attendance rate for identified homeless students	NA	92.78%	
Attendance rate for economically disadvantaged students	NA	95.5%	

Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
20	20	30	20	105	105	110	60	60	60	40	40	40	40	750

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Schedule #13—Needs Assessment

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs Assessment Methodology and Magnitude of Problem to be Addressed - Vidor ISD convened a team representing campus, district, community, partner, parent, and business stakeholders to conduct a comprehensive needs assessment in the spring of 2017. Student outcome data was collected and analyzed in comparison to goals and standards, similar data from the previous three years, and Texas campuses with like characteristics. Quantitative and qualitative data examined included the following categories: accountability and student assessment; college and career readiness; economic characteristics of the community; behavior, attendance, and graduation data. Student data was disaggregated by special populations, including homeless and unaccompanied youth, to determine gaps in performance. Based on this analysis, teams identified strengths and need. Problem statements were created and prioritized based on their level of impact on student success, and root causes were identified in order to inform solutions. District and campus improvement plans were created to describe initiatives and resources to meet the needs of Vidor ISD students in the 2017-2018 school year, including the needs of homeless students.

On the Friday immediately prior to the scheduled first day of school, Hurricane Harvey made landfall on the Texas Coast. The resulting flooding had a catastrophic effect on the Vidor community. Many homes (including belongings) and businesses were destroyed or badly damaged leaving families homeless, traumatized, lacking basic necessities such as food and clothing, and – in some cases – without work. The start of the Vidor ISD school year was delayed by more than three weeks. The homeless population of Vidor ISD increased immediately and significantly by over 1,000 students. The greatest needs were to quickly and efficiently identify students experiencing homelessness and collaborate with local and state agencies, community partners, and charitable organizations to ensure safety, temporary shelter, food, clothing, and emergency health services. Many families are still in temporary housing and experiencing economic hardship and stress.

Greatest Needs Currently Identified

- To expand services to a current homeless student population of 1,556 - an increase of 1,461 from the 2016-2017 school year when 95 students were identified as requiring services.
- To fill academic gaps for homeless students who missed school when they had to travel to find temporary shelter and/or their family was in crisis. The attendance rate of students experiencing homelessness is 92.78%.
- To assist students living in temporary, often crowded housing to complete homework in an environment conducive to studying.
- To ensure basic needs such as food, clothing, health services are met.
- To ensure students have school supplies and transportation to school, tutoring, and extra-curricular activities.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Need to expand services to meet the needs of 1,556 students experiencing homelessness this school year, which is an increase of 1,461 students from last school year.	The grant funds - through coordinated funding with other local, state, and federal funds – will be leveraged to provide additional, needed services to more students experiencing homelessness. Services will include tutoring, homework assistance, referrals for health services, transportation, clothing, hygiene items, and school supplies.
2.	Need to fill academic gaps for homeless students who missed school when their families had to travel to find temporary shelter following Hurricane Harvey and/or whose families were in crisis due to the impact of the storm.	Grant funds will provide additional tutoring for homeless students who demonstrate gaps in learning.
3.	Need to provide homeless youth living in temporary housing that is often crowded with an environment conducive to studying in order to complete homework/projects.	Grant funds will be used to provide homework assistance in an environment conducive to studying.
4.	Meet basic needs of youth experiencing homelessness such as clothing and health services.	Grant funds will provide clothing and referrals to health services providing medical, dental, and mental health care.
5.	Need to ensure homeless youth have school supplies necessary to fully participate and succeed in all learning activities.	Grant funds will provide school supplies.

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Schedule #14—Management Plan

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	Community and parent relations expert. Texas Teacher Certification. Successful experience managing federal and state programs and projects that serve at-risk, including homeless and unaccompanied, youth.
2.	Homeless Liaison	Master's Degree in education. Texas Teacher Certification and Principal Certification. Successful experience leading programs that serve at-risk, including homeless and unaccompanied, youth. Trained as Homeless Liaison by ESC- 5.
3.	Counselors	Master's Degree in counseling. Texas Teacher Certification and Counselor Certification. Successful experience working with at-risk, including homeless and unaccompanied, youth.
4.	Registrars	Trained by Homeless Liaison and Region 5 specialists on the identification and enrollment of homeless and unaccompanied youth.
5.	Tutors	Bachelor's Degree in education. Texas Teaching Certification Successful experience working with at-risk, including homeless and unaccompanied, youth.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Identify and enroll 100% of school-age homeless students in the VISD area.	1. Continue to post information in businesses	04/15/2018	08/31/2018
		2. Continue to collaborate with community agencies	04/15/2018	08/31/2018
		3. Continue to collaborate with day care centers	04/15/2018	08/31/2018
		4. Ongoing training for registrars, teachers, counselors	04/15/2018	08/31/2018
		5. "Home" visits to parents at temporary housing	04/15/2018	08/31/2018
2.	Fill academic gaps for homeless students caused by Hurricane Harvey disaster.	1. Through progress monitoring, identify stud. in need	04/01/2018	04/15/2018
		2. Hire tutors	04/15/2018	04/30/2018
		3. Schedule tutoring and communicate with parents	04/15/2018	04/30/2018
		4. Arrange transportation	04/01/2018	04/30/2018
		5. Tutor/Monitor progress/Intervene as needed	05/01/2018	07/30/2018
3.	Increase promotion rates for homeless students.	1. Collaborate with partners for basic needs	04/15/2018	08/31/2018
		2. Monitor attendance and intervene as needed	04/15/2018	08/31/2018
		3. Provide school supplies and transportation	04/15/2018	08/31/2018
		4. Implement Response to Intervention(RTI)	04/15/2018	08/31/2018
		5. Provide tutoring and homework assistance	05/01/2018	08/31/2018
4.	Increase 4-year cohort graduation rates for homeless students.	1. Monitor four year plans/credit accrual/state testing	04/01/2018	08/31/2018
		2. Implement Response to Intervention/Monitor attend.	04/15/2018	08/31/2018
		3. Provide basic needs, health services, supplies, tran.	04/15/2018	08/31/2018
		4. Provide tutoring and homework assistance	05/01/2018	07/31/2018
		5. Provide summer services	04/15/2018	08/31/2018
5.	Increase reading and mathematics STAAR scores for homeless students.	1. Through progress monitoring, identify stud. In need	04/01/2018	04/15/2018
		2. Provide basic needs, health services, supplies, tran.	04/15/2018	08/31/2018
		3. Implement RTI/Progress Monitoring	04/15/2018	08/31/2018
		4. Provide tutoring and homework assistance	05/01/2018	07/01/2018
		5. Provide books and literacy activities	04/15/2018	08/31/2018

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Director of Community Relations will work closely with the Homeless Liaison, counselors, and registrars to lead and facilitate the implementation and monitoring of the proposed project. The Coordinated Services Teams at Vidor ISD schools meet a minimum of quarterly. Progress toward meeting the goals and objectives of homeless initiatives to include this grant project are reported at each of these meetings and any needed adjustments in course are planned and implemented. The Director of Community Relations and the Homeless Liaison have direct access to the Assistant Superintendent who has decision-making authority for the district so is able to respond with agility to any issues. Communication channels are in place with parents, students, teachers and community partners so that staff can identify and respond to any issues requiring a more immediate, just-in-time response than the next scheduled meeting.

The Director of Community Relations and the Homeless Liaison will support principals, counselors, registrars, and teachers in implementing this grant. Communication of progress toward goals and adjustments in the program will be communicated swiftly and frequently through trainings, coaching, RTI plans/meetings, and emails. The Director of Community Relations and the Homeless Liaison will also communicate consistently with parents and community members through parent/community engagement meetings, parent conferences, newsletters and flyers, student progress reports, and home visits to temporary housing.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you demonstrate a commitment to education for all homeless children and unaccompanied youth? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing efforts are in place to serve homeless and unaccompanied youth through collaboration with community partners; coordination of funding with state and federal grant programs including Title 1, Part A, State Compensatory Education, Title III, Title IV, and the National School Lunch Program; and local funds. Current services include supporting the basic needs of homeless and unaccompanied youth such as food, clothing, and school supplies; implementing early identification and intervention programs for students who are not meeting academic goals; referrals to medical, dental, vision, and mental health services; transportation to school and school activities; resources to meaningfully involve parents; literacy and STEM initiatives to support reading and writing performance; tutoring; and other academic and social/emotional supports to support on-time promotion and graduation. This grant project will leverage and supplement these efforts to provide the additional and more in-depth assistance required by our homeless students with the greatest, ongoing needs.

The destruction caused by Hurricane Harvey, while devastating to our community, also provided an opportunity to build relationships and support systems in our community for vulnerable youth and families at a greater level than we have ever seen before. It will be a long road to full recovery for those families displaced from their homes, but the momentum created in response to the disaster is not waning and we will sustain the programs and services that are working. The Vidor ISD community, school board, partners, businesses, staff, parents and students are committed to making it so.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student identification, Enrollment, and Participation Data	1.	# of identified homeless students
		2.	# of homeless students identified at enrollment
		3.	# of homeless students participating in each grant-supported service
2.	Student Promotion Data	1.	Promotion rates for homeless students
		2.	Passing rates for homeless students each quarter
		3.	Credits earned each semester by homeless students
3.	Student Attendance Data	1.	Attendance rates for homeless students
		2.	Enrollment dates for homeless students
		3.	Tardy rates for homeless students
4.	State Assessment Data	1.	Passing rate of homeless students on state assessments
		2.	State assessment scores for homeless students
		3.	Benchmark scores for homeless students
5.	Student Graduation (4-year Cohort) Data.	1.	Four-year graduation rates of homeless students
		2.	Credits earned each semester by homeless students
		3.	Promotion rates for homeless students

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The effectiveness of program strategies will be evaluated through:

Student data collection – Student-level data will be collected by program staff and analyzed in collaboration with the Coordinated Services Team. Data collected and examined will include student identification and enrollment, promotion/passing rates, attendance, state assessment and benchmark scores, and credits accrued. Through the Vidor ISD RTI process, the team will move swiftly to provide appropriate interventions/services to individual homeless and unaccompanied youth when the data shows need. The team will also review patterns and trends in student data.

Program Data Collection – Program-level data will be collected by program staff and analyzed to determine program effectiveness. Data collected and examined will include # of students served, consistency and speed of services, and impact of services on student achievement.

Formative data will be examined at least once each quarter by the Coordinated Services Team to provide for the identification and correction of problems throughout the duration of the grant project.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Statutory Requirement 1: Describe the services and program that will be provided to address the identified needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activity Description	Estimated # to Participate	General Location and Position Responsible for Completing	Documentary Evidence and Position Responsible for Collecting Evidence	Related Need(s) (from Schedule 13)
After-school Tutoring	300	School Classrooms/Libraries Teachers	Sign-in sheets, lesson plans, and student progress Teachers	#2
Homework Assistance	270	School Classrooms/Libraries Teachers	Sign-in sheets and student progress Teachers	#3
Referrals to dental, vision, medical, and mental health services	95	School Clinics/Health Service Providers School Nurses	Referrals and Follow-up Documentation School Nurses	#4
School Supplies	100	Counselor's Office/Classrooms/Temporary Housing Locations Counselors	Purchase Orders/Invoices/Counselor's Logs Counselor	#4
Transportation	570	School Buses Homeless Liaison	Bus Routes/Schedules Homeless Liaison	#2 and #3
Parent Education and Training	1556	Schools/Community Centers/Temporary Housing Locations Homeless Liaison, Principals	Agendas/Sign-ins/Minutes Homeless Liaison	#5

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Statutory Requirement 2a: Identify collaborators from other state and local agencies that serve homeless children and unaccompanied youth and describe the collaborative activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	LEA/ESC or Community Collaborator (Do not list personal names. Only list names of departments or organizations)	Brief Description of Collaborative Activities
Ex. 1:	National Honor Society at ABC HS	Provides weekend snack packs once per week for elementary students
Ex. 2:	Interfaith Ministries	Provides new blankets for homeless children and provides vouchers for shoes at local stores.
1.	Rotary Club	Provides books and food for homeless children and their families via a traveling bus once a month during the school year.
2.	Rotary Club (Cont.)	Delivers school-provided meals during the summer to students who cannot travel to the school cafeteria to access the meals.
3.	Rotary Club (Cont.)	Provides milk for Pre-K and Kindergarten students. Provides school supplies to approximately 150 students per year.
4.	Lions Club	Provides free eye exams and glasses to homeless students via referrals from school nurses.
5.	Harvey Kids (Meadows Foundation)	Provides counseling for homeless students who experienced trauma related to Hurricane Harvey.
6.	Local Dentist	Provides dental care for homeless students upon via referrals from school nurses.
7.	United Christian Care of Vidor	Provides clothing and food (boxes of food and access to a clothing closet once per month) for homeless youth and their families.
8.	United Christian Care (cont.)	Provides school supplies to 150 homeless students per year.
9.	Fishers of Men	Provides food (prepared meals) for homeless students and their families.
10.	Vidor ISD Alumni	Provided 2 motorized wheelchairs to homeless students who lost them during the flood and emergency medical supplies to additional students.
11.	Vidor ISD Alumni (cont.)	Provides coats to homeless students.
12.	Legacy Community Health	Provides health services to homeless students on sliding scale or no cost.
13.		
14.		
15.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Statutory Requirement 2b: Describe how the proposed use of funds will facilitate the identification, enrollment, and educational success of homeless children and unaccompanied youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because the continued effects of Hurricane Harvey are still impacting housing, economic, and social/emotional security, ongoing efforts identify and enroll homeless students and unaccompanied youth and to match them with appropriate services is critical. Funds from this grant will support further educating parents about the services available to their children and how to connect to those services. Grant funds will support the educational success of homeless children through tutoring, homework assistance, school supplies, and close monitoring of progress accompanied by swift interventions. In addition - because in order to succeed in school students' basic health needs must be met - grant funds will support referrals to dental, medical, and mental health services

Statutory Requirement 2c: Describe the extent to which the applicant will promote the meaningful involvement of parents or guardians of homeless children and the youth in the education of their children. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As students do better in school when their parents are meaningfully involved in their education, Vidor ISD prioritizes parent engagement. Homeless families face unique challenges in becoming involved in traditional ways. Often, they lack transportation to attend school activities and conferences and reliable internet/phone service to check calendars, access resources, and communicate with teachers. Those who are recently homeless may be unfamiliar with services available for their children through the school and other resources.

To address these challenges, Vidor ISD will connect with parents in a variety of non-traditional ways. We will connect with local businesses, community service centers, and churches to provide information and resources to families. We will make home visits to temporary housing locations, and we will provide resources to parents to assist their children with homework, school projects, and literacy. Information about services available to homeless and unaccompanied youth will be distributed in a variety of formats and locations, and we will be proactive about reaching out to parents in a manner that works for them rather than requiring them to come to us. For example, one of our partners currently distributes books and food from a mobile "Green Bus". We will send additional educational resources and information for parents in the van.

Statutory Requirement 2d: Describe the extent to which homeless children and unaccompanied youth will be integrated into the regular education program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Vidor ISD will ensure that homeless and unaccompanied youth are fully integrated into the regular education program. Transportation is provided to make certain students arrive on time to school and are able to attend activities and tutoring. Homework assistance and school supplies will be provided so that students have an environment to complete projects/homework that is conducive to studying, along with the resources to stay current in all of their assignments. Supplemental services such as tutoring are provided at times that do not interfere with the regular education program, rather enhance it. Teachers, counselors, and all other school staff make confidentiality a priority and provide services in such a way that no child is ever stigmatized. In addition, basic needs such as clean clothing and personal hygiene items are provided.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Statutory Requirement 3a: Describe the process for the development and preparation of the LEA's plan for coordinating services for eligible homeless children and unaccompanied youth using Title I, Part A reservations/set-asides. In the chart, include the actual set-aside for 2016–2017 and the planned set-aside for 2017–2018. For applicants applying as a SSA, provide set-asides for each LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Vidor ISD process for the development and preparation of our plan for coordinating services for eligible homeless children and unaccompanied youth using Title 1, Part A reservations begins with our comprehensive needs assessment. Needs are identified and prioritized using data, and initiatives to address these needs outlined in the district and campus improvement plans. This includes coordinated funding to ensure all initiatives are fully funded and that funds are assigned in the most appropriate program(s) for each initiative.

	Reservation/Set-Aside Amount	Use/Activities
Actual Set-Aside for 2016–2017	\$500	Hygiene items and clothing
Planned Set-Aside for 2017–2018	\$1,000	Hygiene items and clothing

Statutory Requirement 3b: How does the LEA determine its reservation/set-aside amount, how does the LEA assist staff in understanding the LEA's policy/procedure to support homeless students using these funds, and how does the LEA address the needs of homeless students in the Campus Improvement Plan? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Determination of Reservation/Set-aside – The Vidor ISD Title 1, Part A reservation is determined based on the comprehensive needs assessment, followed by coordinated service meetings to determine the most appropriate funding source to assign for each needed initiative in order for all priority needs to be fully met.

Policy/Procedure to Support Homeless Students – The Vidor ISD Homeless Liaison and the federal programs director attend ongoing training with Education Service Center, Region 5 and lead the creation, updates, and trainings of the district's policies and procedures to support homeless students using Title 1, Part A funds. Counselors, principals, administrators, teachers, and registrars are trained and have input into policies and procedures, along with the entire Coordinated Services Team.

Campus Improvement Plan – All initiatives to support homeless students are described in Vidor ISD's District and Campus Improvement Plans including a description of the initiative, timeline, person responsible, method of evaluation, and total cost/funding source(s). Formative evaluations of district and campus improvement plan initiatives are conducted each nine weeks. The federal programs director monitors that all Title 1, Part A funds are spent in alignment with the plans and all applicable regulations.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

Statutory Requirement 4: Indicate if the applicant has current policies and procedures and their applicable revision date. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Required Policies and Procedures	Current Policy/Procedure (Indicate Yes or No)
School Selection: Each homeless child and unaccompanied youth has a right to remain at his or her school of origin or to attend any school that serves students who live in the attendance area in which the child or unaccompanied youth is living. State law also permits homeless children and youth to attend any school district in Texas (TEC Sect. 25.001(5)).	Yes September, 2017
Enrollment: Homeless children and unaccompanied youth must be enrolled immediately and may not be denied or delayed enrollment due to the lack of any documentation normally required for enrollment.	Yes September, 2017
Transportation: Shall be provided to and from the school of origin for a homeless child or unaccompanied youth, when requested by the parent, guardian, or unaccompanied youth.	Yes September, 2017
Services: Homeless children and unaccompanied youth must receive services comparable to services offered to other students.	Yes September, 2017
Disputes: If a dispute arises over eligibility, school selections, or enrollment; the homeless child or unaccompanied youth shall be the school in which the parent, guardian or unaccompanied youth seeks enrollment pending resolution of the dispute. Do you have a Dispute Resolution Policy?	Yes September, 2017
Free meals: Homeless children and unaccompanied youth are categorically eligible for free meals from the date of enrollment.	Yes September, 2017
Title I: Homeless children and unaccompanied youth are categorically eligible for Title I coordinated services, regardless of what school they attend.	Yes September, 2017
Training: Liaisons conduct professional development to improve identification, heighten awareness, and capacity to respond to the specific needs of homeless students and unaccompanied youth to the following LEA and school staff at least once a year: assistant superintendents, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, cafeteria workers, school nurses and teachers.	Yes September, 2017
Coordination: Liaisons shall coordinate and provide referrals to medical, housing, public and private service providers; to support the education of homeless and unaccompanied homeless youth.	Yes September, 2017
Pre-School: Homeless children have access to enrollment in LEA-based prekindergarten programs in accordance with TEC 29.153.	Yes September, 2017
Transition to Higher Education: Liaisons shall coordinate individualized academic counseling services to prepare unaccompanied youth for college and career; including but not limited to, providing verification of their independent status for post-secondary applications; college visits; financial aid; on-campus support services; etc.	Yes September, 2017

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 181907

Amendment # (for amendments only):

TEA Program Requirement 1: Describe the process or procedures that are utilized to identify and/or enroll homeless students and unaccompanied youth who: (a) are entering and/or returning to their schools from summer or holiday break, (b) become homeless after the school year has started, (c) are not currently enrolled or attending school, and (d) are eligible for early childhood and/or prekindergarten programs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Vidor ISD Homeless Liaison receives ongoing training from Education Service Center, Region 5 regarding the requirements and best practices to identify and/or enroll homeless students and unaccompanied youth. These are described in written procedures (most recently updated September 2018). Administrators, registrars, and counselors are trained on the implementation of these procedures prior to the beginning of each school year with ongoing updates and coaching throughout the year.

1. **Students Entering and/or Returning to their Schools from Summer or Holiday Break** – Vidor ISD ensures that homeless students and unaccompanied youth are assisted to enroll in school without barriers. It is our highest priority to for students to be in our classrooms learning, without delay and with all services required to ensure success. Youth who are identified as homeless students during enrollment are immediately enrolled in school, even if lacking paperwork normally required for enrollment. They are given the option to enroll in either the school of origin or the school in the attendance area where the family or youth is currently residing. The registrar notifies the counselor that a potential homeless student is enrolling and the counselor works with the family to complete the student residency questionnaire. The counselor notifies the homeless liaison and ensures the student is coded accurately in the student data system. Homeless students are immediately eligible for all nutrition services provided at school and transportation if it is needed. The registrar and counselor work with the parents to identify any special programs the student may have previously been enrolled in and communicate with program personnel to ensure those services are uninterrupted. Transferring and securing educational records quickly is a priority. However, all special program services noted by the parent are provided while records are secured. The homeless liaison works with the transportation department and child nutrition department to arrange services, and the counselor and homeless liaison communicate with parents on an ongoing basis to collaborate in determining and providing all other needed services. The counselor provides parents a brochure describing all available services at school, the rights of homeless students, and a list of community resources that serve homeless families outside of school. The process is designed to make certain that homeless and unaccompanied youth are integrated fully into the regular instructional program. Through the Vidor ISD Rtl screening process, the teacher(s) and the Coordinated Services Team determine needs for additional supplemental services through an initial and quarterly review of student progress.
2. **Students who become Homeless after the School Year has begun** – Due to the continued impact of Hurricane Harvey, in particular, housing stability for families is changing during the school year. All employees and community partners have been trained to be sensitive to signs of such a change and to communicate these signs to school counselors immediately. In addition, the Homeless Liaison is in ongoing contact with community partners and posts information about services and contacts for homeless students around the community. Once potential homeless students are identified, the process described in #1 is implemented in full for each student.
3. **Students who are not Currently Enrolled or Attending School** –The Vidor ISD Homeless Liaison maintains open and ongoing communication with community partners who serve families experiencing a housing crisis, along with posting materials about homeless services and contacts in various locations throughout the community. The Homeless Liaisons reaches out to parents in community centers, churches, and temporary housing facilities. Once potential homeless students are identified who are not enrolled in school, the Homeless Liaison and the counselors work to ensure they are enrolled in school following the process described in #1.
4. **Students Eligible for Early Childhood and/or Prekindergarten Programs** – All students identified as homeless are eligible for Prekindergarten programs in Vidor ISD, and recruitment activities such as Prekindergarten Round-up specifically target families in temporary housing facilities and community centers that serve homeless families.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the training and professional development that are in place to assist with the identification, enrollment, and increased capacity to respond to the specific educational needs of homeless children and unaccompanied youth, including for: (a) administrative, instructional, and support staff; and (b) service providers and/or community collaborators. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Vidor ISD Homeless Liaison attends all trainings held by the Education Service Center, Region 5 regarding the McKinney-Vento Act, the Title 1, Part A reservation for homeless students, and services to homeless students. In addition, these trainings are provided by ESC-5 for the Vidor ISD Federal Programs Director. The Homeless Liaison also accesses resources and trainings made available by the Education Service Center, Region 10, The Charles A. Dana Center, and the Texas Education Agency; in addition to collaborating with colleagues in neighboring districts to share best practices. In turn, the Vidor ISD Homeless Liaison trains Vidor ISD staff and community collaborators.

Training for Administrative, Instructional, and Support Staff – The Vidor ISD holds a comprehensive professional development session prior to the beginning of each school year for administrative and support staff including registrars, counselors, and principals. The training includes identification and enrollment procedures, forms, accessing services for homeless services, outreach strategies, and parent engagement strategies. Emphasis is placed on removing barriers for homeless and unaccompanied youth to enroll in school quickly and to access all needed services offered by the school district. The Community Relations Director and community service providers present information on the services they provide to homeless families and provide information on how to connect families to these services. An additional training is held to discuss the specific social, emotional, physical, and academic needs of homeless students and the spectrum of services provided to address these needs. Updates are provided throughout the school year in monthly meetings and via email. The Vidor ISD Homeless Liaison has an open door/phone policy so that all specific questions that arise can be easily asked and answered quickly as needed. In addition, the Vidor ISD Homeless Liaison provides coaching if individual circumstances require more tailored training such as a change in personnel or a specific issue.

Principals and counselors provide training for teachers prior to the beginning of each school year and follow up throughout the year in faculty meetings. In addition to identification procedures, training for teachers focuses on responding to the specific educational needs of homeless students through the districts' RtI process and Campus Improvement Plan initiatives. Strategies for engaging parents in meaningful ways is also an emphasis of training for teachers.

Training for Community Collaborators and Service Providers – The Vidor Community Relations Director holds collaborator meetings for community partners and service providers. At these meetings, the Homeless Liaison provides training on the Vidor ISD policies and procedures for identification, enrollment, and responding to the specific needs of homeless students. Community partners provide input into these procedures in terms of referrals to their agencies, the services they provide, and communication protocols.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how early interventions and ongoing progress monitoring will be implemented to address the academic needs of homeless children and youth. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Early interventions and ongoing progress monitoring are implemented to address the academic needs of homeless children and youth through the district's Response to Intervention (RtI) process. RtI is the practice of providing high quality instruction and intervention matched to student need, monitoring progress frequently to make decisions about changes in instruction and goals, and applying a student's response data to specific interventions to inform services.

At each Vidor ISD school, universal screening assessments in reading and mathematics are administered 3 times a year to identify needs of specific students. Screening assessments are provided upon enrollment for homeless students if they enroll after an assessment has been administered or provided as "make-ups" if they miss school during the administration. Each campus has a School Resource Committee (SRC) comprised of an administrator, counselors, an educational diagnostician, classroom teachers, intervention teachers, and special programs staff. This committee meets after each assessment to review the assessment data for each student along with additional relevant data such as attendance, behavior, special program, health, social/emotional data and grades/credits earned. The committee assigns each student to a tier (level of delivery of interventions) to meet individual needs and ensure timely intervention. The team then meets regularly to review student progress and adjust interventions if needed. Parents are involved and informed throughout this process. Teachers, parents, counselors, or administrators can refer a student at any time for a special review by this committee if they see a change in progress or the student's circumstances change in a way that might impact their progress. All students who are identified as homeless after school has begun automatically trigger this review.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 181907

Amendment # (for amendments only):

TEA Program Requirement 4: Describe the procedures in place to review, monitor, and implement academic support services to ensure secondary homeless students are on track for grade-level promotion, graduation, and college and career readiness. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Vidor ISD ensures secondary homeless students are on track for grade-level promotion, graduation, and college career readiness through review, monitoring, and implementation of academic support services through the RtI process, four-year plans, graduation plans, and college and career readiness assessments.

In the eighth grade, the middle school and high school counselors work with collaboratively with each student and their parents to use career interests and post-high school aspirations to create a four-year high school plan. For homeless or unaccompanied youth who enroll after the eighth grade, this process is completed upon enrollment. These plans are monitored by high school counselors and the Vidor High School SRC to ensure students are on track and to provide appropriate interventions as needed. In addition to reviewing universal screening assessment data attendance, behavior, special program, health, and social/emotional to determine individual student the needs, the Vidor High School SRC also reviews credits earned, Career and Technical Education (CTE) program progress, performance on college and career readiness exams (TSI, SAT, ACT, and CTE certification), and college credits earned through dual credit and AP courses. Fee waivers and additional financial assistance are available to homeless students for college entrance exams, CTE certification exams, and dual credit tuition. Interventions are determined as needed and student progress with these interventions monitored and adjusted through regular meetings of the SRC. Interventions include but are not limited to credit recovery and credit acceleration, credit by exam, summer school, tutoring, counseling, and attendance initiatives. Parents are involved throughout this process.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 181907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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